

Crosswalk Directions:

2007 MLR to 1997 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard, performance indicator, or descriptor of the 2007 MLR can be found in the 1997 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer “no”, please respond only to questions 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard, performance indicator, or descriptor of the 2007 MLR can be found in the standards or performance indicators of the 1997 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), or A1, 2 (standard A, performance indicators1 and 2).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 2007 MLR can be found at the same grade span in the 1997 MLR. If “no”, indicate the grade span where the performance indicator is found in the 1997 MLR. As an example, a performance indicator found in 6-8 in the 2007 should be considered to be at a different grade span if it is found at 5-8 in the 1997 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

Health Education & Physical Education CROSSWALK: 2007 MLR to 1997 MLR	CONTINUITY			WHERE is it found? (Standard, PI)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?		
	Is it in the 1997 standards?	Is the CONCEPT /IDEA the same?	Is the WORDING the same?						
A. HEALTH CONCEPTS: Students comprehend concepts related to health promotion and disease prevention to enhance health.									
A1 Healthy Behaviors and Personal Health									
PK-2 PERFORMANCE INDICATOR									
Students recognize that healthy behaviors impact personal health.	N	N					1		
3-5 PERFORMANCE INDICATOR									
Students explain the relationship between healthy behaviors and personal health.	Y	Y	N	A1	N,3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students examine the relationship between behaviors and personal health.	P	P	N	A1	N,5-8	2	3		
a. Explain the importance of assuming responsibility for personal health.	Y	Y	Y	C1	N,5-8	2	2		
b. Examine the relationship between healthy and unhealthy behaviors and personal health.	Y	Y	N	A1	N,5-8	2	3		
c. Identify the possible barriers to practicing healthy behaviors.	N	N	N				1		
9 - Diploma PERFORMANCE INDICATOR									
Students predict how behaviors can impact health status.	P	P	N	A1	Y	4	5		
a. Analyze individual responsibility for enhancing health.	P	P	N	A1	Y	4	5		
b. Predict how healthy behaviors can positively impact health status.	Y	Y	N	A3	Y	6	3		
c. Describe barriers to practicing healthy behaviors.	N	N	N				1		
d. Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors.	N	N	N				4		

A2 Dimensions of Health									
PK-2 PERFORMANCE INDICATOR									
Students recognize that there are multiple dimensions of health.	Y	Y	N	A1	Y	1	1		
3-5 PERFORMANCE INDICATOR									
Students identify examples of physical, mental, emotional, and social health during childhood.	Y	Y	Y	A2	N,3-4	1	1		
6-8 PERFORMANCE INDICATOR									
Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.	Y	Y	N	A2	N,5-8	2	2		
9 - Diploma PERFORMANCE INDICATOR									
Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health.	Y	Y	N	A2	Y	4	4		
A3 Diseases/Other Health Problems									
PK-2 PERFORMANCE INDICATOR									
Students describe the transmission and prevention of common childhood communicable diseases.	Y	Y	N	A2	Y	2	2		
3-5 PERFORMANCE INDICATOR									
Students describe ways to detect and treat common childhood diseases and other health problems.	Y	Y	N	A4	N,3-4	1	2		
6-8 PERFORMANCE INDICATOR									
Students identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.	N	N	N				1		
9 - Diploma PERFORMANCE INDICATOR									
Students explain causes of common diseases, disorders and other common health problems and propose ways to reduce, prevent, or treat them.	N	N	N				6		
A4 Environment and Personal Health									
PK-2 PERFORMANCE INDICATOR									
Students describe ways a safe and healthy school environment can promote personal health.									
3-5 PERFORMANCE INDICATOR									
Students describe ways a safe and healthy school and community environment can promote personal health.	Y	Y	N	A5	N,3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students determine how environment and other factors impact personal health.	Y	Y	N	A5	N,5-8	4	4		

a. Analyze how environment impacts personal health.	Y	Y	N	A5	N,5-8	4	4		
b. Describe how family history can impact personal health.	N	N	N				1		
c. Explain how appropriate health care can promote personal health.	Y	Y	N	A6	N,5-8	1	1		
9-Diploma PERFORMANCE INDICATOR									
Students determine the interrelationship between the environment and other factors and personal health.	Y	Y	N	A5	Y	4	4		
a. Analyze how environment and personal health are interrelated.	Y	Y	N	A5	Y	4	4		
b. Describe how genetics and family history can impact personal health.	Y	Y	N	A9	Y	2	2		
c. Analyze the relationship between access to health care and health status.	Y	Y	N	A1	Y	4	4		
A5 Growth and Development									
PK-2 PERFORMANCE INDICATOR									
No performance indicator.									
3-5 PERFORMANCE INDICATOR									
Students identify the characteristics of human growth and development.	Y	Y	N	A7	N,5-8	1	1		
6-8 PERFORMANCE INDICATOR									
Students describe the characteristics of adolescent human growth and development.	Y	Y	N	A7	N,5-8	1	1		
9-Diploma PERFORMANCE INDICATOR									
Students describe the characteristics of human growth and development throughout the various stages of life.	N	N	N				1		
A6 Basic Health Concepts									
PK-2 PERFORMANCE INDICATOR									
Students identify basic health terms related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol, and other drug use prevention.	Y	Y	N	A3	Y	1	1		
3-5 PERFORMANCE INDICATOR									
Students describe basic health concepts related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol, and other drug use prevention.	Y	Y	N	A7	N,3-4	1	1		
6-8 PERFORMANCE INDICATOR									

Students explain fundamental health concepts related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol, and other drug use prevention.	Y	Y	N	A8	N,5-8	2	2		
9-Diploma PERFORMANCE INDICATOR									
Students analyze complex health concepts related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol and other drug use prevention.	Y	Y	N	A11	Y	4	4		
B. HEALTH INFORMATION, SERVICES AND PRODUCTS: Students demonstrate the ability to access valid health information, products, and services to enhance health.									
B1 Validity of Resources									
PK-2 PERFORMANCE INDICATOR									
Students identify trusted adults and professionals who can help promote health.	Y	Y	N	B1	Y	1	1		
3-5 PERFORMANCE INDICATOR									
Students identify characteristics of valid health information, products, and services.	Y	Y	Y	B1	N,3-4	1	1		
6-8 PERFORMANCE INDICATOR									
Students analyze the validity of health information, products, and services.	Y	Y	N	B1	N,5-8	4	4		
9-Diploma PERFORMANCE INDICATOR									
Students evaluate the validity and accessibility of health information, products, and services.	Y	Y	N	B1	Y	5	6		
B2 Locating Health Resources									
PK-2 PERFORMANCE INDICATOR									
Students identify ways to locate school and community health helpers.	N	N	N				1		
3-5 PERFORMANCE INDICATOR									
Students locate resources from home, school, and community that provide valid health information.	Y	Y	N	B2	N,3-4	2	1		
6-8 PERFORMANCE INDICATOR									
Students locate valid and reliable health information, products, and services and explain situations requiring their use.	P	P	N	B2	N,5-8	1	2		
a. Explain situations requiring the use of valid and reliable health information, products, and services.									

b. Locate valid and reliable health information, products, and services.	P	P	N	B2	N,5-8	1	1		
9-Diploma PERFORMANCE INDICATOR									
Students access valid and reliable health information, products, and services.	P	P	N	B3	Y	4	4		
a. Determine when professional health services may be required	P	P	N	B3	Y	4	4		
b. Access valid and reliable health information, products, and services.	P	P	N	B3	Y	4	4		
C Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks									
C1 Healthy Practices and Behaviors									
PK-2 PERFORMANCE INDICATOR									
Students demonstrate age-appropriate healthy practices to maintain or improve personal health.	Y	Y	N	C2	Y	2	2		
a. Choose healthy foods.	Y	Y	N	C3	Y	2	2		
b. Demonstrate personal hygiene skills, including hand-washing.	Y	Y	N	C2	Y	2	2		
3-5 PERFORMANCE INDICATOR									
Students demonstrate a variety of age-appropriate healthy practices and behaviors to maintain or improve personal health.	Y	Y	N	C3	N,3-4	2	2		
a. Design healthy menus.	N	N	N				6		
b. Demonstrate basic care of the human body.	Y	Y	Y	C3	N,3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students demonstrate a healthy practice and behavior to maintain or improve their own health in the following areas: healthy eating, physical activity, and the prevention of the use of tobacco, alcohol and drugs.	P	P	N	C4	N,5-8	2	2		
9-Diploma PERFORMANCE INDICATOR									
Students demonstrate a variety of healthy practices and behaviors to maintain or improve the health of self and others in the following areas: healthy eating, physical activity, the prevention of the use of tobacco, alcohol and drugs, and prevention of STDs, HIV and unintended pregnancy.	N	N	N				2		
C2 Avoiding /Reducing Health Risks									
PK-2 PERFORMANCE INDICATOR									

Students demonstrate behaviors to avoid or reduce health risks.	Y	Y	N	C4	Y	2	2		
a. Demonstrate a variety of safety skills for different situations.	Y	Y	Y	C4	Y	2	2		
b. Differentiate between safe and harmful substances found at home and school.	Y	Y	Y	C1	Y	2	2		
c. Recognize basic signs, symbols and warning labels for health and safety.	N	N	N				1		
3-5 PERFORMANCE INDICATOR									
Students demonstrate a variety of behaviors to avoid or reduce health risks.	Y	Y	N	C4	N,3-4	2	2		
a. Demonstrate healthful and safe ways to recognize, and deal with or avoid threatening situations.	Y	Y	N	C4	N,3-4	2	2		
b. Develop injury prevention and safety strategies for personal health.	Y	Y	Y	C2	N,3-4	3	3		
6-8 PERFORMANCE INDICATOR									
Students demonstrate behaviors to avoid or reduce health risks to self and others.	Y	Y	N	C5	N,5-8	2	2		
a. Demonstrate ways to recognize and avoid or change situations that threaten the safety of self and others.	Y	Y	N	C5	N,5-8	2	2		
b. Develop injury prevention and response strategies including first aid for personal and family health.	Y	Y	N	C4	N,5-8	3	3		
9-Diploma PERFORMANCE INDICATOR									
Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	Y	Y	N	C2	Y	2	3		
a. Develop ways to recognize and avoid or change situations that threaten the safety of self and others.	Y	Y	N	C2	Y	2	3		
b. Develop injury prevention strategies including first aid and response strategies for personal, family, and community health.	Y	Y	N	C4	N,3-4	2	3		
C3 Self-Management									
PK-2 PERFORMANCE INDICATOR									
Students demonstrate coping strategies when feeling too excited, anxious, upset, angry, or out of control.	Y	Y	N			3	3		
3-5 PERFORMANCE INDICATOR									
Students demonstrate strategies to manage stress, anger, and grief.	N	N	N				2		

6-8 PERFORMANCE INDICATOR									
Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.	Y	Y	N	C6	N,5-8	4	4		
9-Diploma PERFORMANCE INDICATOR									
Students design, implement, and evaluate a plan for stress management.	Y	Y	Y	C3	Y	536	536		
D. INFLUENCES ON HEALTH: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.									
D1 Influences on Health Practices/Behaviors									
PK-2 PERFORMANCE INDICATOR									
Students identify influences on personal health practices and behaviors.	Y	Y	N	D2	Y	2	1		
a. Identify family influences on personal health practices and behaviors.	Y	Y	N	D2	Y	2	1		
b. Identify what the school can do to support personal health practices and behaviors.	Y	Y	N	D2	Y	2	1		
c. Describe how the media can influence health behaviors.	Y	Y	N	D1	Y	2	2		
3-5 PERFORMANCE INDICATOR									
Students describe how a variety of factors influence personal health behaviors.	Y	Y	N	D1	N,3-4	2	2		
a. Describe how family, school and community influence and support personal health practices and behaviors.	N	N	N				2		
b. Identify how peers and culture can influence health practices and behaviors.	Y	Y	N	D1	N,3-4	6	1		
c. Explain how media influences thoughts, feelings, and health behaviors.	Y	Y	N	D2	N,3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students analyze the influences on adolescent health behaviors.	Y	Y	N	D2	N,5-8	4	4		
a. Examine how the family, school and community influence the health behaviors of adolescents.	Y	Y	N	D4	N,5-8	2	2		
b. Describe how peers influence healthy and unhealthy behaviors.	Y	Y	N	D4	N,5-8	2	2		
c. Analyze how messages from media influence health behaviors.	Y	Y	N	D2	N,5-8	4	4		
d. Explain how the perceptions of norms influence healthy and unhealthy behaviors.	N	N	N				2		
e. Explain how culture and personal values and beliefs influence individual health behaviors.	Y	Y	N	D1	N,5-8	3	2		

9-Diploma PERFORMANCE INDICATOR									
Students analyze the influences on health and health behaviors.	P	P	N	D4	Y	4	4		
a. Analyze how family, school and community influence the health of individuals.	P	P	N	D4	Y	4	4		
b. Analyze how peers influence healthy and unhealthy behaviors.	P	P	N	D4	Y	4	4		
c. Evaluate the effect of the media on personal and family health.	Y	Y	N	D2	Y	4	4		
d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	N	N	N				4		
e. Analyze how culture and personal values and beliefs influence individual health behaviors.	Y	Y	N	D1	Y	4	4		
f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.	P	P	N	A7	Y	4	4		
D2 Technology and Health									
PK-2 PERFORMANCE INDICATOR									
No performance indicators.									
3-5 PERFORMANCE INDICATOR									
Students describe ways technology can influence personal health.	Y	Y	Y	D3	N,3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students analyze the influence of technology on personal and family health.	Y	Y	Y	D3	N,5-8	2	4		
9-Diploma PERFORMANCE INDICATOR									
Students evaluate the impact of technology on personal, family, and community health.	Y	Y	Y	D3	Y	6	6		
D3 Compound Effect of Risky Behavior									
PK-2 PERFORMANCE INDICATOR									
No performance indicator.									
3-5 PERFORMANCE INDICATOR									
No performance indicator.									
6-8 PERFORMANCE INDICATOR									
Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	N	N	N				1		
a. Describe how gateway drugs can lead to the use of other drugs.	N	N	N				1		

b. Describe the influence of alcohol and other drug use on judgment and self control.	N	N	N				1		
9-Diploma PERFORMANCE INDICATOR									
Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	N	N	N				4		
a. Analyze the influence of alcohol use on individual and group behavior.	N	N	N				4		
b. Analyze the influence of drug use on individual and group behavior.	N	N	N				4		
E. COMMUNICATION SKILLS: Students demonstrate the ability to use communication skills to enhance and advocate for personal, family, and community health.									
E1 Interpersonal Communication Skills									
PK-2 PERFORMANCE INDICATOR									
Students demonstrate healthy ways to communicate.	Y	Y	N	E1	Y	2	2		
a. Demonstrate healthy ways to express needs, wants, and feelings.	Y	Y	Y	E1	Y	2	2		
b. Distinguish between verbal and nonverbal communication	Y	Y	Y	E2	Y	2	2		
c. Make requests to promote personal health.	N	N	N				3		
d. Demonstrate listening skills to enhance health.	N	N	N				2		
e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed.	P	P	P	E3	N,3-4	2	2		
3-5 PERFORMANCE INDICATOR									
Students demonstrate effective verbal and nonverbal interpersonal communication skills to enhance health.	Y	Y	N	E1	N,3-4	2	2		
a. Use appropriate listening skills to enhance health.	Y	Y	N	E1	N,3-4	2	2		
b. Demonstrate assertive communication skills to enhance health.	Y	Y	N	E1	N,3-4	2	2		
c. Demonstrate how to ask for assistance to enhance personal health.	Y	Y	N	E1	N,3-4	2	2		
d. Demonstrate refusal skills to avoid or reduce health risks.	N	N	N				2		
e. Demonstrate non-violent strategies to manage or resolve conflict.	Y	Y	N	E3	N,3-4	2	2		
6-8 PERFORMANCE INDICATOR									

Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.	Y	Y	N	E1	N,5-8	2	3		
a. Use communication skills to build and maintain healthy relationships.	Y	Y	N	E1	N,5-8	2	3		
b. Demonstrate how to ask for assistance to enhance the health of self and others.	Y	Y	N	E1	N,5-8	2	2		
c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.	Y	Y	N	E2	N,5-8	2	2		
d. Demonstrate effective conflict management or resolution strategies.	Y	Y	N	E3	N,5-8	2	2		
9-Diploma PERFORMANCE INDICATOR									
Students utilize skills for communicating effectively with family, peers, and others to enhance health.	Y	Y	N	E1	Y	2	3		
a. Demonstrate how to ask for and offer assistance to enhance the health of self and others.	Y	Y	N	E1	Y	2	2		
b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks.	N	N	N				2		
c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	Y	Y	N	E2	Y	2	2		
E2 Advocacy Skills									
PK-2 PERFORMANCE INDICATOR									
Students encourage peers to make positive health choices.	N	N	N				3		
3-5 PERFORMANCE INDICATOR									
Students encourage others to make positive health choices.	Y	Y	N	E4	N,3-4	2	2		
a. Express opinions and give accurate information about health issues.	Y	Y	Y	E4	N,3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students describe ways to influence and support others in making positive health choices.	Y	Y	N	E4	N,5-8	2	2		
a. State a health enhancing position on a topic and support it with information.	N	N	N				4		
b. Design health-enhancing messages using communication techniques that target a specific audience.	Y	Y	N	E4	N,5-8	4	5		
c. Work cooperatively as an advocate for healthy individuals, families and schools.	N	N	N				3		
9-Diploma PERFORMANCE INDICATOR									
Students demonstrate ways to influence and support others in making positive health choices.	Y	Y	N	E7	Y	2	2		

a. Utilize accurate peer and societal norms to formulate a health-enhancing message.	N	N	N				6		
b. Adapt health messages and communication techniques for different audiences.	Y	Y	N	E7	Y	3	3		
c. Work cooperatively as an advocate for improving personal, family, and community health.	Y	Y	N	E6	Y	3	3		
F. PERSONAL AND SOCIAL INTERACTIONS: Students demonstrate the ability to make decisions and set goals to enhance health.									
F1 Decision Making									
PK-2 PERFORMANCE INDICATOR									
Students identify situations where a health-related decision is needed.	Y	Y	N	F1	Y	2	2		
a. Differentiate between two situations to explain when health-related decisions can appropriately be made by the individual and when assistance is needed.	Y	Y	N	F1	Y	2	3		
3-5 PERFORMANCE INDICATOR									
Students apply decision making steps to enhance health.	Y	Y	N	F1	N,3-4	3	3		
a. Identify health-related situations that might require a particularly thoughtful decision.	Y	Y	N	F1	N,3-4	3	3		
b. List healthy options to health-related issues or problems.	Y	Y	N	F1	N,3-4	3	3		
c. Predict the potential outcomes of each option when making a health-related decision.	Y	Y	N	F2	N,3-4	5	5		
d. Choose a healthy option when making a decision.	N	N	N				3		
e. Describe the outcomes of a health-related decision.	N	N	N				2		
6-8 PERFORMANCE INDICATOR									
Students apply decision making skills to enhance health.	Y	Y	N	F1	N,5-8	2	2		
a. Determine when health-related situations require the application of a thoughtful decision making process.	N	N	N				5		
b. Distinguish when individual or collaborative decision making is appropriate.	P	P	N	F1	N,5-8	2	4		
c. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	N	N	N				4		
d. Predict the potential short-term impact of alternative decisions for themselves and others.	N	N	N				5		
e. Choose healthy alternatives over unhealthy alternatives when making a decision.	N	N	N				3		

f. Analyze the outcomes of a health-related decision.	N	N	N				4		
9-Diploma PERFORMANCE INDICATOR									
Students apply a decision making process to enhance health.	Y	Y	N	F1	Y	2	3		
a. Compare the value of thoughtful decision making to quick decision-making in health related situation.	N	N	N				4		
b. Justify when individual or collaborative decision-making is appropriate.	Y	Y	N	F2	Y	4	4		
c. Generate alternative approaches to situations involving health-related issues.	N	N	N				6		
d. Predict the potential short and long-term impact for and others for each alternative.	Y	Y	N	F3	Y	5	5		
e. Defend the healthy choice when making decisions.	N	N	N				5		
f. Evaluate the effectiveness of health-related decisions.	N	N	N				5		
F2 Goal Setting									
PK-2 PERFORMANCE INDICATOR									
Students identify a short-term personal health goal and take action toward achieving the goal.	Y	Y	N	F2	Y	2	3		
3-5 PERFORMANCE INDICATOR									
Students utilize goal setting skills to implement a short-term personal health goal.	N	N	N				3		
a. Set a short-term health goal.	N	N	N				2		
b. Identify resources to assist in achieving a personal health goal.	N	N	N				1		
c. Track progress toward achieving the goal.	N	N	N				3		
6-8 PERFORMANCE INDICATOR									
Students develop and apply strategies and skills to attain a short-term personal health goal.	Y	Y	N	F5	N,5-8	3	3		
a. Assess personal health practices.	P	P	N	C2	N,5-8	4	6		
b. Develop a short-term goal to adopt, maintain, or improve a personal health practice.	Y	Y	N	F5	N,5-8	3	3,4		
c. Develop and apply strategies to attain the goal.	N	N	N				3		
d. Monitor progress toward the goal.	N	N	N				3		
e. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Y	Y	N	F4	N,5-8	2	2		
9-Diploma PERFORMANCE INDICATOR									
Students develop and analyze a plan to attain a personal health goal.	Y	Y	N	F4	Y	4	4		
a. Assess personal health practices and overall health status.	N	N	N				5		

b. Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.	Y	Y	N	F4	Y	2	6		
c. Implement strategies and monitor progress in achieving a personal health goal.	Y	Y	N	F4	Y	3	3		
F3 Long Term Health Plan									
PK-2 PERFORMANCE INDICATOR									
No performance indicator.									
3-5 PERFORMANCE INDICATOR									
No performance indicator.									
6-8 PERFORMANCE INDICATOR									
No performance indicator.									
9-Diploma PERFORMANCE INDICATOR									
Formulate an effective long-term personal health plan.	Y	Y	Y	F5	Y	5	5		
G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE: Students demonstrate the fundamental and specialized movement skills and apply movement principles for continued improvement.									
G1 Stability and Force									
PK-2 PERFORMANCE INDICATOR									
Students demonstrate positions to create stability and force.	N						2		
a. Show how base of support changes during static balances.	Y	Y	N	B1	Y	2	2		
b. Demonstrate how push and pull affect balance.	N						2		
3-5 PERFORMANCE INDICATOR									
Students demonstrate a variety of movements that apply stability and force.	N				N 3-4		2		
a. Demonstrate movements that change the center and line of gravity during dynamic balances.	P -combine movements	N	N	B6	N3-4	3	2		
b. Show how increasing speed and mass can change the force on an object.	P -adapt a skill	N	N	B4	N3-4	3	2		
c. Demonstrate how body position can change to absorb force.	P-adapt a skill	N	N	B4	N3-4	3	2		
6-8 PERFORMANCE INDICATOR									

Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.	P-characteristics of movement - ready position			B4	N5-8	1	3		
a. Demonstrate the principle of opposition.	P-critical elements	N	N	B2	N5-8	1	2		
b. Demonstrate how the point of contact changes the path of an object.	P-critical elements	N	N	B2	N5-8	1	2		
c. Demonstrate how the point of release changes the path of an object.	P-critical elements	N	N	B2	N5-8	1	2		
9-Diploma PERFORMANCE INDICATOR									
Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.	Y	Y	N	B3	Y	3	3		
a. Demonstrate how spin and rebound affect the motion of an object.	Y	Y	N	B4	Y	3	2		
b. Use the principle of opposition, and point of contact, and point of release to change the path of an object during a game/physical activity.	Y	Y	N	B4	Y	3	3		
c. Change movements to accommodate external forces that influence performance.	Y	Y	N	B3	Y	3	4		
G2 Movement Skills									
PK-2 PERFORMANCE INDICATOR									
Students demonstrate a variety of locomotor skills.	Y								
a. Demonstrate correct technique for a variety of locomotor skills.	Y	Y	N	B1	Y	2	2		
b. Demonstrate a locomotor skill using change in direction, level, and pathway.	Y	Y	N	B7	Y	3	2		
c. Demonstrate combinations of locomotor skills.	Y	Y	N	B3	Y	2	2		
3-5 PERFORMANCE INDICATOR									
Students demonstrate a variety of locomotor skills and manipulative skills.	Y								
a. Demonstrate correct technique for a variety of manipulative skills.	Y	Y	N	B3	N3-4	2	2		
b. Demonstrate combinations of locomotor skills with manipulative skills using change in direction, level, or pathway.	P-create movement patterns in combination	Y	N	B1	N3-4	5	2		
6-8 PERFORMANCE INDICATOR									

Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.	P-correct use of skills in physical activities	N	N	B1	N5-8	2	2		
a. Demonstrate the correct technique for motor skills and manipulative skills during drills or modified games/physical activities.	Y	Y	N	B3	N3-4	2	2		
b. Combine manipulative skills with motor skills during drills or modified games/physical activities.	movement skills	Y	n	B6	N3-4	5	5		
9-Diploma PERFORMANCE INDICATOR									
Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.	P-proficiency in a few movement forms	Y	N	B2	Y	2	2		
G3 Skill-Related Fitness									
PK-2 PERFORMANCE INDICATOR									
Students identify the skill-related fitness components of balance and coordination.	N						1		
3-5 PERFORMANCE INDICATOR									
Students identify the skill-related fitness components of balance, agility, speed, and coordination.	N						1		
6-8 PERFORMANCE INDICATOR									
Students describe the following skill-related fitness components of balance, agility, speed, and coordination, and power.	P-health related now in physical fitness	Y	N	A1	N5-8	1	2		
9-Diploma PERFORMANCE INDICATOR									
Students explain the relationship of skill-related fitness to specialized movement skills.	N						4		
G4 Practice for Skill Improvement									
PK-2 PERFORMANCE INDICATOR									
No performance indicator.									
3-5 PERFORMANCE INDICATOR									
Students describe why practice is important to skill improvement.	Y	Y	N	B8	N3-4	1&3	2		
6-8 PERFORMANCE INDICATOR									

Students explain how specific, positive, and correct feedback affects skill improvement.	P-now explain rather than use	N	N	B8	N5-8	3	4		
9-Diploma PERFORMANCE INDICATOR									
Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance.	Y	Y	N	B6	Y	5	5		
H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE: Students demonstrate and apply fitness concepts.									
H1 Fitness Assessment									
PK-2 PERFORMANCE INDICATOR									
No performance indicator.									
3-5 PERFORMANCE INDICATOR									
Students participate in health-related fitness assessments and reassess to observe changes.	Y	P-reasses to measure	N	A5	N 3-4	3	3		
6-8 PERFORMANCE INDICATOR									
Students conduct a health-related fitness assessment and use the information to establish personal fitness goals.	Y	Y	N	A3	N-5-8	3	3+5		
9-Diploma PERFORMANCE INDICATOR									
Students conduct a health-related fitness assessment to analyze personal fitness, establish personal fitness goals, and reassess their fitness over time.	Y	Y	N	A1	Y	5	5+3		
H2 Fitness Plan									
PK-2 PERFORMANCE INDICATOR									
Students identify components of health-related fitness.	P-identify components now rather than activities	Y	N	A1	Y	1	1		
3-5 PERFORMANCE INDICATOR									
Students describe and give examples of the five health-related fitness components.	P-add description and activities	N	N	A1	N 5-8	2	2		
6-8 PERFORMANCE INDICATOR									

Students design a fitness program from established goals which addresses the five health-related fitness components and applies the FITT principle.	P-combined 2 indicators	Y	N	A3 -A5	N-5-8	6+3	3		
9-Diploma PERFORMANCE INDICATOR									
Students design and critique a personal fitness plan from established goals that applies the five components of health-related fitness and the principles of training related to specificity, overload, and progression.	P-must critique now	Y	N	A1	Y	5+3	5		
H3 Fitness Activity									
PK-2 PERFORMANCE INDICATOR									
Students participate in activities to introduce the health-related fitness components of flexibility, cardiovascular endurance, muscular endurance and muscular strength.	P- participated in cardio and identified others. Now participate in all	Y	N	A2	Y	3	3		
3-5 PERFORMANCE INDICATOR									
Students participate in activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition.	P-addressing rather than include word "improve"	Y	N	A4	N-3-4	3	3		
6-8 PERFORMANCE INDICATOR									
Students participate in activities that address their personal fitness goals for each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition.	Y	Y	N	A2	N-5-8	3+2	3		
9-Diploma PERFORMANCE INDICATOR									
Students select and participate in activities that address their personal fitness plans that apply to the five health-related fitness components.	P-specific activities rather than variety	Y	N	A2	Y	3 4+3			
H4 Physical Activity Benefits									
PK-2 PERFORMANCE INDICATOR									

Students identify the physical benefits and body responses related to physical activities.	P-identity benefits + physical changes	Y	N	A1	Y	1	1		
3-5 PERFORMANCE INDICATOR									
Students identify physical and mental benefits and body responses related to regular participation in physical activity.	P-include physiological responses also	Y	N	A3	N-3-4	1	1		
6-8 PERFORMANCE INDICATOR									
Students describe physical, mental/intellectual, emotional and social benefits and physiological responses related to regular participation in physical activity.	P-assessed physiological during and after - now include benefits of exercise	P- expanded	N	A6	N-5-8	2	6		
9-Diploma PERFORMANCE INDICATOR									
Students explain the interrelationship of physical, mental/intellectual, emotional, and social benefits and physiological responses related to regular participation in physical activity.	P- physiologic al responses added	P-expanded	N	A5	Y	4	4		
I. PERSONAL AND SOCIAL SKILLS AND KNOWLEDGE: Students A457demonstrate and explain responsible personal and social behavior in physical activity settings.									
I1 Cooperative Skills									
PK-2 PERFORMANCE INDICATOR									
Students demonstrate taking turns and sharing while participating in physical activities.									
	Y	Y	Y	C2	Y	2	2		
3-5 PERFORMANCE INDICATOR									
Students demonstrate cooperative skills while participating in physical activities.									
		P-not specific to partners or skill improvement							
a. Demonstrate active listening.	Y		N	C4	N -3-4	2	2		

b. Get along with others.	Y	P- does not need to describe skills just demonstrate	N	C1	N-3-4	2	2		
c. Accept responsibility for personal behavior.	Y	P-not specific to partners or for skill improvement	N	C4	N-3-4	2	2		
	N						2		
6-8 PERFORMANCE INDICATOR									
Students demonstrate cooperative and inclusive skills while participating in physical activities.									
a. Work together as a team.		P- demonstrate rather than identify	Y	N	C5	N-5-8	1	2	
b. Respond appropriately to peer pressure.		P-participate cooperatively with others	Y	N	C2	N-5-8	3	2	
c. Manage conflict		P- recognize influences in old, new need to respond appropriately	N	N	C3	N-5-8	1	3	
d. Invite differently abled youngsters to participate.		problems	problem	N	C4	N-5-8	3 + 4	2	
		P- identify behaviors and describe respect - needed to demonstrate							
		P- respect for individual differences		N	C1; C5	N-5-8	1	2	
9-Diploma PERFORMANCE INDICATOR									
Students demonstrate collaborative skills while participating in physical activities.									

a. Accept constructive feedback.	P- ways of interacting; conduct for cooperation	Y	N	C5; C1	Y	2+1	2		
b. Give constructive feedback.	P- share and learn from others	p- feedback one way to share and learn	N	C5	Y	1	2		
c. Include differently abled youngsters.	P- share and learn from others	P- share and learn from others	N	C5	Y	1	2		
	P- share and learn from others	P- share and learn from others	N	C5	Y	1	2		
I2 Responsible Behavior									
PK-2 PERFORMANCE INDICATOR									
Students follow procedures for safe behaviors while participating in physical activities.									
	P-follow procedures - no longer need to describe	Y	N	C4	Y	1	2		
3-5 PERFORMANCE INDICATOR									
Students demonstrate safe behaviors and proper equipment use while participating in physical activities.									
	Y	Y	N	C3	N-3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students demonstrate responsible personal behaviors while participating in physical activities.									
	P- appropriate etiquette, ways of interacting, care of equipment are personal behaviors	Y	N	C6	N-5-8	2	2		
9-Diploma PERFORMANCE INDICATOR									
Students demonstrate responsible and ethical behavior while participating in physical activities.									
	Y	Y	N	C3	Y	3	2		
I3 Safety and Playing Rules									

PK-2 PERFORMANCE INDICATOR									
Students identify safety and playing rules for games/physical activities.									
	Y	Y	N	C1;C4	Y	1	1		
3-5 PERFORMANCE INDICATOR									
Students describe safety and playing rules for games/physical activities.									
	P- need to describe now - use to have to just follow rules	Y	N	C2;C3	N -3-4	2	2		
6-8 PERFORMANCE INDICATOR									
Students describe game/physical activity rules and safety rules, and their purposes.									
a. Explain the purposes for modifying playing rules in specified situations.	N				N-5-8		2		
b. Explain the safety rules and possible risks associated with specific games/physical activities.	p- describe ways to respect individual differences	P-purpose for modifying rules to accommodate similarities and differences	N	C1	N-5-8	2	2		
	N						2		
9-Diploma PERFORMANCE INDICATOR									
Students predict how rules/etiquette improves games/activities.									
a. Explain how rules and etiquette contribute to productive participation.	P-focus on prediction/explanation rather than demonstrate	N	N	C6	Y	2	3		
b. Predict how modifications to the environment can impact safety during games/physical activities.	P- decision making	N	N	C7	Y	3	3		
	N						3		
Standards,PIs, Descriptors NOT found in 2007 document									

A3 3-4 Describe the basic structures and functions of the human body systems							
A6 3-4 Explain the difference between positive and negative responses to stress							
A4 5-8 Evaluate how health is influenced by the interaction of body systems							
HS 6 Describe health issues common at different stages of life							
HS 8 Analyze how the prevention and control of health problems are influenced by research and medical advances							
HS 10 Describe how stress management relates to disease prevention							
B2 HS Evaluate factors that influence personal selection of health products and services							
C1 3-4 Compare behaviors that are safe to those that are risky or harmful							
C1 HS Analyze the extent to which individuals are responsible for enhancing health and safety in the community and in the workplace							
D4 3-4 Describe ways to be a responsible friend and family member							
E2 3-4 Differentiate between negative and positive ways to deal with conflict							
E3 HS Analyze the possible causes of conflict in schools, families, and communities							
E5 HS Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues							
F3 5-8 Explain how decisions regarding health behaviors have consequences for them and others							
F4 5-8 Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities							
% increase or decrease # of Standards							
% increase or decrease # of Performance Indicators							